

2022 Annual Report to the School Community

School Name: Lang Lang Primary School (2899)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2023 at 12:22 PM by Sharon Mitchell (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2023 at 06:59 PM by Travis Davidge (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

At Lang Lang Primary School, we strive to provide an all-inclusive learning environment, where we are all developing the attitudes, skills and knowledge required to be life-long learners. Our school motto is "Building a Learning Community" which is achieved through a focus on our core values of :- Respect- Positive Mindset- Positive Relationships- Community. Based on the outskirts of the Cardinia Shire on the edge of the south-eastern suburbs of Melbourne, Lang Lang Primary School is a small semi-rural school facing considerable growth in the near future. The township of Lang Lang is undergoing significant change with substantial housing developments occurring within the township boundaries. Student population growth has been steady in the past, however the Foundation student enrolment has gone from the traditional 10-15 students to closer to 40 students. Predicted increases in enrolment numbers over the next strategic plan period raise a key challenge for the school in ensuring that the school's pedagogical practices, induction processes and supporting systems are all in place to seamlessly and efficiently manage the changes in the school population and demographics. The school staff in 2022 comprised 1.0 FTE Principal class, 1.0 FTE Learning Specialist, 10.8 FTE classroom teachers, 1.0 FTE Tutor, and 3.3 FTE Education Support Class Officers. There were 9 classes made up of 2 Foundation, 3 Year 1/2, 2 Year 3/4 and 2 Year 5/6. The school is continuing to embed whole-school approaches to literacy and numeracy and building capacity through Professional Learning Communities. Social and Emotional Learning of all our students through Positive School Wide Behaviours and Respectful Relationships is a priority.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Students in all years continue to improve in both literacy and numeracy as demonstrated in across whole school assessment processes. In 2022 student achievement PAT Numeracy tests showed an improvement from 67% achieving at or above expected level in 2021 to 74% of all students in 2022. Whole school assessment on PAT reading showed we maintained strong performance in our students achieving at or above their expected reading level and the school achieved its goal of improving the number of students achieving at or above in numeracy going from 68% in 2021 to 72% in 2022. NAPLAN results in 2022 demonstrated great achievement for the year 3 cohort in writing with 47% of the cohort achieving in the top 2 bands. Our 2022 year 5 cohort in NAPLAN also demonstrated great growth in Reading with 29% of the cohort in the top 2 bands and strong improvement in Writing also. Students who required additional literacy support continued to come to school to be supported either with their classroom teacher or by being involved in the MultiLit program which is delivered by our Educational Support Staff. This additional support ensured our students continued to have positive literacy and numeracy outcomes. Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

We continued to build teacher capacity and understanding of effective use of data to plan for an implement differentiated teacher practices. Our professional learning teams continued to support rigorous inquiry cycles that supported teacher learning and improved student learning outcomes in focus areas. Continuation of fortnightly reporting to parents via Compass has assisted in embedding consistent data collection and analysis, moderation of student work and effective team planning and teaching to support student learning.

Wellbeing

We have continued to ensure that student well-being is a priority and this was particularly important as we returned from two years of disrupted learning in 2020-21. Well-being was prioritised for students, staff and families as we held a strong focus in our classrooms and across the school on our School Wide Positive Behaviour framework and embedding the Respectful Relationship curriculum across the school. This is reflective of the school integrating evidence based social and emotional strategies into our learning programs. Zones of Regulation, reset spaces and explicit teaching of positive behaviours all support the school in building the personal and social capabilities of our students. Our School Chaplain attended the school two days per week with individual referrals to support students and families in need. Families in need of further support were identified and delivered food packages throughout the year as part of the Food Bank Victoria program as well as being able to support students with breakfast and lunch.

In collaboration with Parent Zone, we ran several parent support sessions in term 4 of 2022 to assist with the transition from Kindergarten to Primary School and Primary School to Secondary College. These sessions provided families with an opportunity to build their capacity in supporting their children at home during these transition times. These sessions in conjunction with our 'Best Start' pre-prep program help ensure our future prep students feel safe and supported as they transition into primary school.

Engagement

Lang Lang Primary School students are supported to develop their resilience and learning confidence and we are proud of the strategies we put in place to support the engagement and connection of our students to their school. We continue to explore opportunities for student voice and the development of student agency. In 2022 we introduced the PIVOT student survey where every student was surveyed about their classroom teacher, providing explicit feedback. The results then formed the basis of classroom discussion and the classroom teachers setting improvement goals in collaboration with their students. This process will continue again into 2023 where we will continue to track the data and monitor student feedback. A structured Tutor Learning Intervention program, Multi-Lit intervention and consistency in IEP's has been implemented support students across the whole school who have been identified as at risk.

We continued to work closely with families to ensure that our students are at school and learning. We continued to implement our SMS message system to parents following up daily absences along with phone calls and we sent out monthly reports to parents with unexplained absences. We also worked closely with our School Chaplain and Student Support Services Team to support students and families experiencing attendance difficulties. We continued to develop our relationship with Uniting Care through their School Attendance Program, referring at risk students and their families. This support resulted in success for several of our students as they were supported to improve their attendance and engagement.

Other highlights from the school year

With the easing of restrictions and a return to onsite learning in 2022, the school was pleased to be able to once again hold our whole school musical in term 3. This program involved all students planning and choreographing their performance with support of the Performing Arts Teacher. Students in Year 2 began their camps program with an overnight stay at school, our Year 3 & 4 students attended a 3 day farm stay camp and our Year 5 & 6 students were fortunate to attend two 3 day camps throughout the year, one being funded by the Positive Start program.

We continued to engage with our local community groups in particular Westernport Landcare group who support several education programs for our students onsite at our school owned Arboretum. Our relationship with our local Mens Shed also continued as they supported us in creating bird and possum boxes for placement in our wetlands and arboretum.

Our school council and fundraising committee were extremely successful in 2022, raising a large amount of funds throughout the year by fundraising at many local events. They also supported students at school by hosting Mothers Day and Fathers Day stalls along with providing a whole school Christmas lunch in the last week of school.

Financial performance

Lang Lang Primary School maintained a sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for the allocation of funds to support school programs and priorities. Through generous community grants and donations to camps, excursions and targeted teaching areas in 2022, the school was able to continue to offer opportunities to staff and students without adversely affecting the schools overall financial position. We continued to ensure that our equity funding is spent where it will have the greatest impact on student learning and well-being. This includes providing extra staffing support through Education Support Officers and well-being assistance through our school chaplain program. Within the Financial Commitments section of this report, Buildings/Grounds refers to grants received by the school to improve the school wetlands area and new sensory garden.

For more detailed information regarding our school please visit our website at
www.lanqlangps.com.au



Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 178 students were enrolled at this school in 2022, 89 female and 89 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

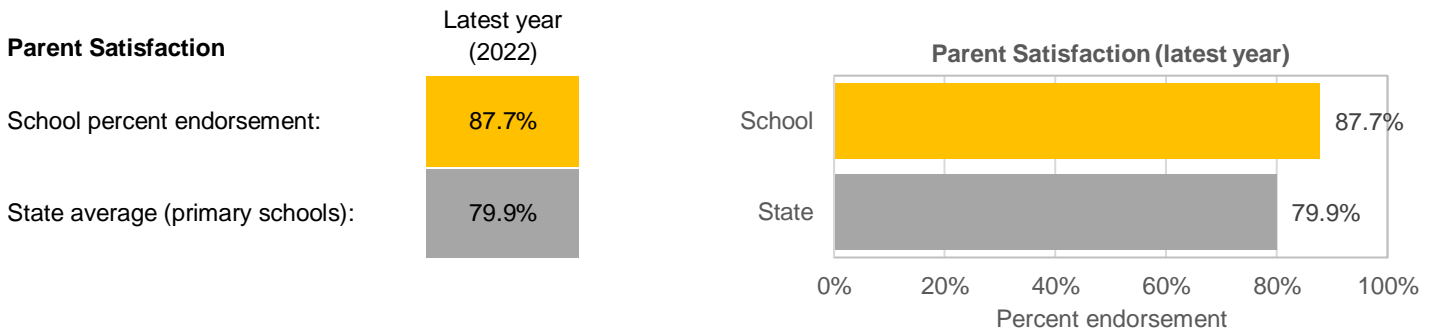
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

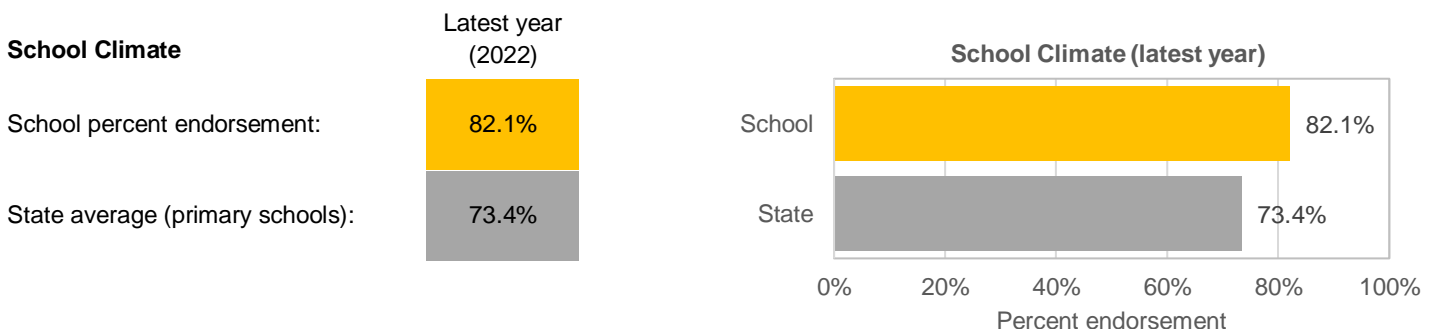


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

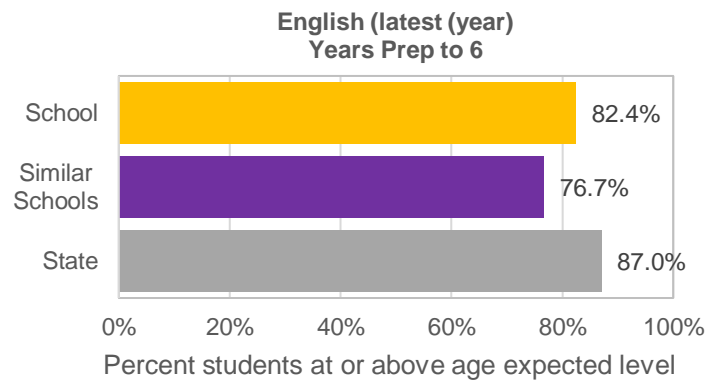
82.4%

Similar Schools average:

76.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

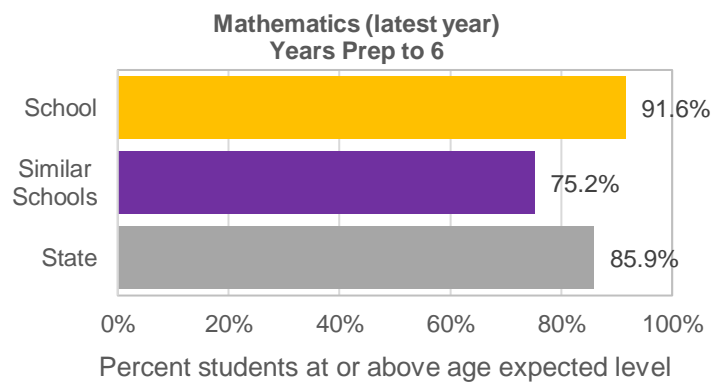
91.6%

Similar Schools average:

75.2%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

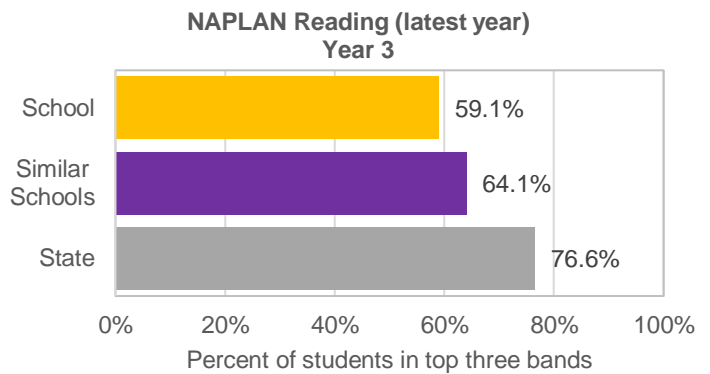
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

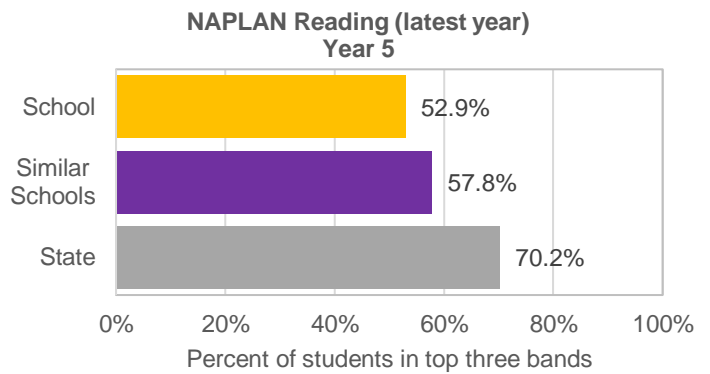
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	68.3%
Similar Schools average:	64.1%	65.4%
State average:	76.6%	76.6%



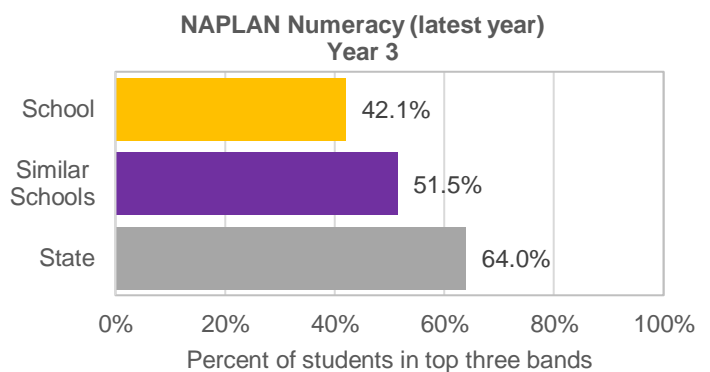
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.9%	50.0%
Similar Schools average:	57.8%	58.2%
State average:	70.2%	69.5%



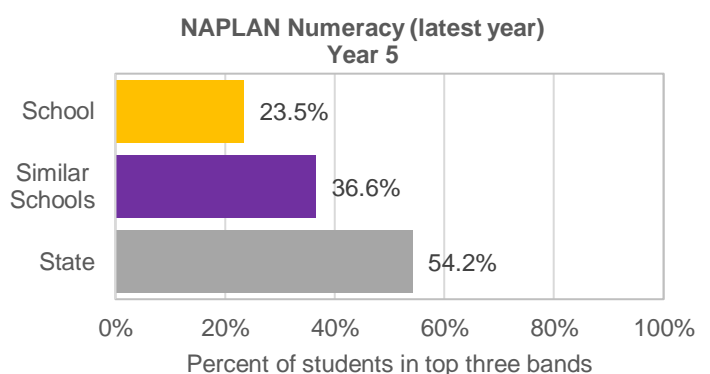
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.1%	47.5%
Similar Schools average:	51.5%	53.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.5%	37.7%
Similar Schools average:	36.6%	42.6%
State average:	54.2%	58.8%



WELLBEING

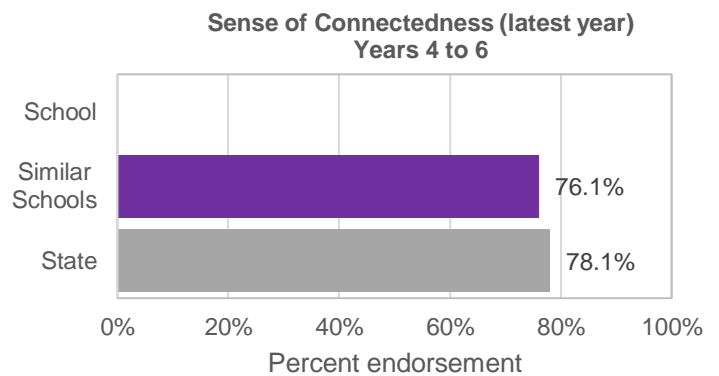
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	75.4%
Similar Schools average:	76.1%	75.7%
State average:	78.1%	79.5%

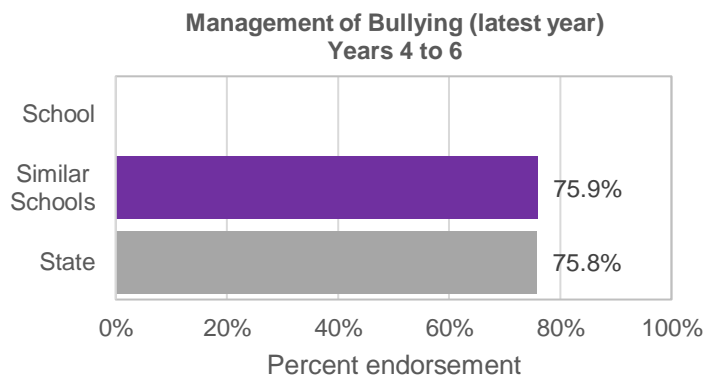


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDA	76.7%
Similar Schools average:	75.9%	76.3%
State average:	75.8%	78.3%



ENGAGEMENT

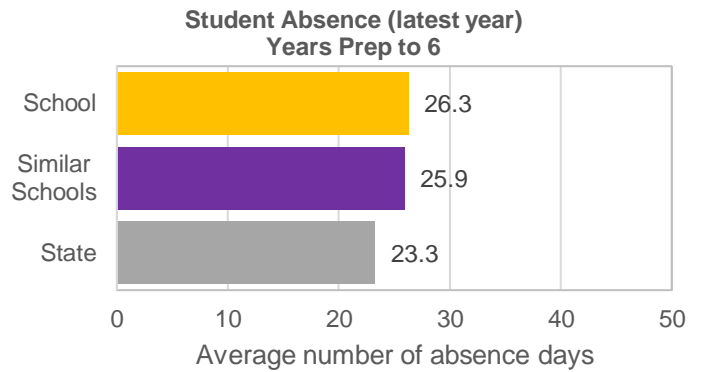
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.3	18.9
Similar Schools average:	25.9	19.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	90%	85%	87%	89%	80%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,676,288
Government Provided DET Grants	\$260,203
Government Grants Commonwealth	\$6,000
Government Grants State	\$10,840
Revenue Other	\$4,195
Locally Raised Funds	\$103,361
Capital Grants	\$0
Total Operating Revenue	\$2,060,887

Equity ¹	Actual
Equity (Social Disadvantage)	\$155,754
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$155,754

Expenditure	Actual
Student Resource Package ²	\$1,718,204
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$50,113
Communication Costs	\$2,617
Consumables	\$47,257
Miscellaneous Expense ³	\$6,100
Professional Development	\$6,254
Equipment/Maintenance/Hire	\$49,279
Property Services	\$46,560
Salaries & Allowances ⁴	\$9,397
Support Services	\$114,615
Trading & Fundraising	\$18,628
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$877
Utilities	\$20,810
Total Operating Expenditure	\$2,090,712
Net Operating Surplus/-Deficit	(\$29,825)
Asset Acquisitions	\$50,958

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$114,856
Official Account	\$12,394
Other Accounts	\$0
Total Funds Available	\$127,250

Financial Commitments	Actual
Operating Reserve	\$55,901
Other Recurrent Expenditure	\$1,372
Provision Accounts	\$0
Funds Received in Advance	\$7,835
School Based Programs	\$857
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,494
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$39,796
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$123,254

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.